

COLLETON MIDDLE

603 Colleton Loop
Walterboro, SC 29488

GRADES 6-8 Middle School

ENROLLMENT 855 Students

PRINCIPAL Shannon Stephens 843-549-2690

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR V. Wayne Shider 843-549-5715

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	4	27	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

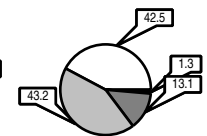
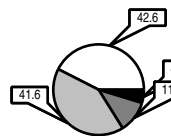
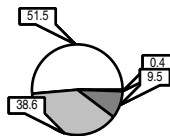
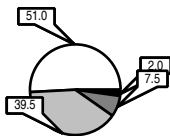
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	825	99.8	51.4	38.7	9.5	0.4	14.9	No	Yes
Gender									
Male	424	99.8	56.0	37.0	6.8	0.3	11.3		
Female	401	99.8	46.5	40.5	12.4	0.5	18.9		
Racial/Ethnic Group									
White	316	99.7	38.1	46.4	14.4	1.0	25.1	Yes	Yes
African-American	482	99.8	61.3	33.0	5.7	0.0	8.1	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	33.3	33.3	33.3	0.0	0.0	I/S	I/S
American Indian/Alaskan	14	100.0	16.7	66.7	16.7	0.0	16.7	I/S	I/S
Disability Status									
Not Disabled	701	99.7	48.9	40.6	10.1	0.5	16.2		
Disabled	124	100.0	65.8	28.2	6.0	0.0	7.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	825	99.8	51.4	38.7	9.5	0.4	14.9		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	822	99.8	51.2	38.9	9.5	0.4	15.0		
Socio-Economic Status									
Subsidized meals	623	99.8	58.8	34.5	6.7	0.0	9.4	No	Yes
Full-pay meals	202	99.5	28.3	51.9	18.2	1.6	32.1		

Mathematics - State Performance Objective = 15.5%									
All Students	825	99.8	51.0	39.5	7.5	1.9	17.8	Yes	Yes
Gender									
Male	424	99.8	53.5	38.5	6.3	1.8	16.3		
Female	401	99.8	48.4	40.5	8.9	2.2	19.5		
Racial/Ethnic Group									
White	316	99.7	38.1	46.0	11.7	4.1	26.8	Yes	Yes
African American	482	99.8	60.2	34.5	4.8	0.4	11.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	55.6	22.2	11.1	11.1	0.0	I/S	I/S
American Indian/Alaskan	14	100.0	25.0	75.0	0.0	0.0	8.3	I/S	I/S
Disability Status									
Not Disabled	701	99.7	46.6	42.4	8.7	2.3	19.9		
Disabled	124	100.0	76.1	23.1	0.9	0.0	6.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	825	99.8	51.0	39.5	7.5	1.9	17.8		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	822	99.8	50.8	39.6	7.6	2.0	17.9		
Socio-Economic Status									
Subsidized meals	623	99.8	56.6	37.6	4.6	1.2	13.9	No	Yes
Full-pay meals	202	99.5	33.7	45.5	16.6	4.3	29.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	326	99.7	56.0	32.9	10.4	0.7	11.1
	Grade 7	347	100.0	52.0	40.7	6.7	0.6	7.3
	Grade 8	273	99.6	42.6	49.2	8.2	N/A	8.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	303	100.0	60.9	31.3	7.7	N/A	7.7
	Grade 7	289	100.0	53.4	39.8	6.1	0.7	6.8
	Grade 8	236	99.2	35.2	51.5	12.8	0.4	13.2

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	326	100.0	41.1	42.8	11.7	4.3	16.1
	Grade 7	347	100.0	63.0	32.4	4.0	0.6	4.6
	Grade 8	273	100.0	46.5	49.2	3.1	1.2	4.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	303	100.0	43.8	42.8	10.4	3.0	13.5
	Grade 7	289	100.0	60.2	33.0	5.4	1.4	6.8
	Grade 8	236	99.2	47.6	45.8	5.7	0.9	6.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 855)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	8.7%	14.6%
Retention rate	11.6%	N/A	4.5%	3.0%
Attendance rate	94.6%	Down from 94.8%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.8%		8.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.4%		7.8%	5.3%
Eligible for gifted and talented	8.7%	Up from 7.3%	9.8%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.9%	Down from 15.0%	14.9%	13.9%
Older than usual for grade	12.9%	Up from 12.5%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.0%	Down from 4.2%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 59)				
Teachers with advanced degrees	39.0%	Down from 39.7%	47.8%	48.7%
Continuing contract teachers	79.7%	Up from 76.7%	78.3%	81.7%
Highly qualified teachers**	91.5%	N/A	88.2%	90.4%
Teachers with emergency or provisional certificates	12.7%		8.7%	5.3%
Teachers returning from previous year	73.3%	Down from 79.5%	81.9%	85.1%
Teacher attendance rate	96.7%	Up from 92.5%	94.2%	94.8%
Average teacher salary	\$36,632	Up 1.3%	\$39,969	\$40,566
Prof. development days/teacher	9.9 days	Down from 11.2 days	11.3 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	3.3
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.5 to 1	20.7 to 1	21.3 to 1
Prime instructional time	89.5%	Up from 86.2%	88.4%	89.3%
Dollars spent per pupil*	\$6,081	Up 4.0%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	68.3%	Up from 67.6%	60.4%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.9%	Down from 98.0%	95.6%	95.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	95.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

High expectations for teachers and students continue to drive the mission of Colleton Middle School. The CMS family rose to the challenges of consolidating two buildings into one with efficiency and effectiveness. As in years past, commendable student and staff accomplishments marked the 2003-2004 school year.

With the assistance of two part-time Curriculum and Instructional Facilitators, Colleton Middle School was able to address many issues in the areas of staff development, student academic achievement, curriculum pacing, and development of benchmark assessments. CMS teachers in all core subjects (math, ELA, social studies, and science) worked collaboratively with teachers from the other county middle schools to create common quarterly tests that would identify standards students had not yet mastered. Moreover, 99% of the CMS faculty participated in The Total Teacher program, an intensive staff development that was conducted in June and July 2003, and follow-up meetings were scheduled monthly throughout the year. CMS teachers had the opportunities to collaborate with teachers from the other two middle schools on grade-level, subject-specific, lesson plans and designed timelines to meet the standards in all core subjects within the first three quarters of the school year.

Students who scored below basic on PACT in math or English/language arts directly benefited from academic assistance during the school day and after school. Focus math and focus ELA classes were designed to provide students needing academic reinforcement as an additional math and/or English class. After school, all students were invited to attend the Homework Center Tutoring and Retesting program in English and math first semester; science and social studies were added to the program second semester. Honors and gifted classes were offered to academically talented students in math and language arts. The Honors Chorus, a first for CMS, performed at many community events such as the Arts Extravaganza and Relay for Life. Other active groups in our school include the Academic Team, Navy Sea Cadets, Future Educators of America, Sisters in Action, Men Above the Crew, and the National Junior Beta Club.

The 2004-05 school year promises new challenges as CMS implements a school-wide reading program for all students. The faculty and staff are committed to improving student achievement through high quality, standards-based curriculum, instruction, and assessments.

Catherine Turner, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	168	34
Percent satisfied with learning environment	50.0%	51.2%	44.1%
Percent satisfied with social and physical environment	37.1%	54.1%	38.2%
Percent satisfied with home-school relations	35.3%	73.8%	54.5%

*Only students at the highest middle school grade level at this school and their parents were included.